

S A F E T Y

E

Two Sections - Section One



The NATIONAL SAFETY COUNCIL, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY

Volume
XXX
No. 3
Section
One

E^{ducation}

• A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections to the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 1, 1935, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright 1950 by the National Safety Council. Printed in the U.S.A. Subscriptions: one \$3.00 a year. Reduced prices for quantity orders.

A New WRINKLE in Safety Education

by CECIL G. ZAUN

"**W**HAT in the world are they doing with a dual-control car on an elementary school ground?" You might have heard this remark if you went by some elementary schools in Los Angeles last spring. But that car served a real purpose on those grounds. It was bringing to the children directed experiences with traffic problems, both from the standpoint of pedestrian safety and that of motorists' problems.

Talk about *life adjustment*! Here is a program that is really based on living needs of the child, or certainly his needs to live.

The program was divided into two parts, an assembly program at which two pictures were shown, and a demonstration on the grounds. One film dealt with good pedestrian habits, and the other was on bicycle safety. Following the pictures a police officer answered questions and discussed bicycle laws.

The demonstration which followed the assembly was usually given twice, once for the primary grades and once for the upper elementary children. The "blind spots" on the car were illustrated. Pupils actually saw how a person can be within one step of the left front fender, and possible eternity, and not be seen by the driver of the automobile.

The detonator test was given with a teacher or parent driving the car. The children saw, firsthand, that at 20 miles per hour it takes about 50 feet to stop, including reaction distance. A similar test was given to runners and bicycle riders of various age levels. In this way the children saw that it was impossible to "stop on a dime." *Reaction time or thinking distance plus muscular response* was explained and demonstrated.

A miniature traffic signal, four feet high, was used; and the nearest signalized intersection was reproduced in exact measurements on the school blacktop play area. The timing

of the signal was established to correspond with the timing of the lights at that intersection, and the children were shown correct procedure and timing in crossing.

Each school has its own particular safety problems, and these were discussed. The best methods for overcoming the problems and the reasons for using those methods were discussed in both the demonstration and the assembly.

The writer recently made a survey to determine where his office could offer the most help to the overburdened elementary teacher charged with the teaching of many subjects.

The Los Angeles City Police department records brought out two facts regarding elementary school-age pedestrians:

- (1) There were no deaths in this age group enroute to or from school during the 1949 calendar year.
- (2) Eight children lost their lives at times other than on the way to or from school. When you take into consideration that this was 8 out of 195,016 students, the record is not bad, but it could be improved. We decided that a demonstration type of program brought to the school would be most effective in highlighting the school safety program.

A dual-control car was donated by an insurance group and a driver education teacher was assigned to give these demonstrations. A uniformed police officer was assigned to assist the teacher. The demonstrations were held on an experimental basis and were so well received that they are to be continued.

If anyone had suggested the use of a dual-control car in the elementary schools a year ago, we would probably have recommended a psychiatric examination. It is definitely a new "wrinkle" in safety education, but we feel that it has done much to implement our traffic safety program, especially in the elementary schools.

MR. ZAUN is supervisor, health and safety education, Los Angeles (Calif.) city schools.



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FOR SAFETY

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S-9047-A



SAFETY IN THE

by W. C. LEONARD

WHY should there be a safety program in farm shops? First, to protect our pupils while at work; second, to teach pupils the principles of, and the reasons for, safety; and third, for the protection of the vocational teacher in case of an accident to a pupil.

Protection While in School Shops

Accidents are the leading cause of death until a person reaches 40. The vast majority of accidents can be eliminated by instilling safety consciousness in the young and formative years.

I have surveyed some 25 school vocational agriculture shops and the majority have been very poorly guarded mechanically. The most common violation was lack of guards.

The most common unsafe condition was poor housekeeping.

If the state requires industry to guard equipment and employees to use safety devices and protective equipment furnished by the employer, surely the school shops should also be guarded to standards.

The first consideration in a safety program is to see that the shop is guarded to at least minimum requirements. If the pupils participate in the guarding program, they will carry their knowledge home to the farm and suggest that their fathers do likewise. Under supervision, allow them to make the guards, and they will have added personal interest.

There are two types of equipment which have caused the more serious accidents in industry over the years: power presses and circular saws. You have no power presses in the school shops, but nearly all shops have power saws. In nearly all shops I checked, the guards were either not up to code requirements or were not being used.

If an accident should occur, equipment would immediately be guarded. Why wait for a serious accident before taking preventive measures?

MR. LEONARD is safety advisor, division of safety and hygiene, the Industrial Commission of Ohio, Mansfield, Ohio.

Reasons and Principles

As farm mechanization increases, there is more and more need for safety teaching.

Your pupils, still in the formative stage, follow examples set by you. The habits they learn now are lasting. If they learn to wear safety goggles when grinding or on jobs hazardous to their eyes, if they learn to use the guard on the rip saw, they will continue these practices after they leave school. It is hard to break unsafe habits later in life.

The majority of the accidents on the farm are due to machinery and falls. Safeguarding machinery and instilling safety consciousness in pupils will do much in eliminating farm accidents. By learning proper housekeeping and proper guarding of ladders and stairways, many of the accidents involving falls will be avoided. The safety lessons learned in school will be carried home and farm accidents will be reduced.

Set an example! How can we expect pupils to be safety minded when the instructor grinds without safety goggles, when he uses the rip saw without a guard? I have seen an instructor grinding without safety goggles despite the fact he had only one eye, the other having been lost in an industrial accident! I have also seen a teacher guarding the rear of the jointer after he lost two fingers, but the rip saw had no guard. Was he waiting to lose more fingers before he guarded?

Keep a record of all accidents and near-accidents, for the protection of the school as well as the teacher, in case of later claims. Have them analyzed by pupils and obtain their suggestions for preventing the same accident in the future. Analyze radio and newspaper accounts of accidents, especially those pertaining to the farm. This will teach students to be more safety minded and to recognize hazards in the occupation they are learning.

Make use of various agencies that promote safety. Our division has monthly safety posters, as well as other material. Copies of the various state codes are available for the ask-

FARM SHOP



ing. Our state does not have the personnel needed to check the school shops personally but we are glad to help in every way. We have safety films and speakers available for any community safety program. Some of the insurance companies have specific material for shop teachers. The National Safety Council has posters and films. Many safety material manufacturers have excellent posters.

The U. S. Department of Labor has some very good accident material. The school shop inspection form, as well as the standard student accident form, should be used.

We are all trying to prevent accidents and the logical place to start is in the schools.

Have definite safety rules drawn up and insist that they be followed. Very few schools have written safety rules.

Some industrial plants have red signs over fire extinguishers denoting which types to use on fires. When the time comes for refill have the persons responsible, in case of fire, empty them outside. The hoses can also be checked at the same time. And, of course, have a fire drill periodically.

Specify on purchase orders for equipment that equipment be guarded according to state safety code standards.

Start a rotating safety committee to check hazards and make suggestions. It will help make pupils safety conscious.

Safety is definitely a part of production and should be stressed as such. The large corporations all have strong safety programs. U. S. Steel, for example, spends more than twenty million dollars a year on its program for the safety and welfare of its employees, and because of accident costs and production. No company can get good production with poor housekeeping and unsafe conditions and practices.

You all know what happens on a farm when a key worker has an accident. Usually the neighbors have to chip in and help and such an emergency always seems to occur during the busiest season.

Publicize your safety program in the schools. It is good public relations.

Protection of Instructors

Professor Elbert Tischendorf of Kent State university, in a talk on the laws governing liabilities of teachers for accidents occurring in the school shops, stated that there was no liability if there were no infractions of the safety codes at the time of the accident. The school cannot be sued, but individual instructors are not exempt.

Teachers are covered by workmen's compensation but pupils are not. If an instructor loses a finger or a hand he receives the regular compensation but injured pupils do not.

If a pupil has an accident and a suit is instituted, the normal procedure is to file the case in common pleas court. There is no limit to what a jury could award the pupil sustaining a permanent injury in a clear-cut case of violation of the state safety code. A clever lawyer could point out how the child will be handicapped throughout life, his future earnings impaired, etc.

Following are some extracts from the state safety codes:

No employee without experience shall be permitted to operate any woodworking machinery until he has been instructed as to the hazards and the proper operations of such machines and the use of protective devices.

Employers shall furnish the safeguards and safety devices specified.

No employer shall knowingly allow any employee to remove, or otherwise make ineffective, any safety device or protective equipment. Employees are required to use all specified safety devices and protective equipment furnished by the employer.

It is very strongly urged that the shop equipment be guarded to at least minimum state requirements for industry and that safety devices be used at all times for the protection of pupils as well as instructors.

THE NEED FOR SCHOOL ACCIDENT REPORTS

by JENNIE SPADAFORA

WEBSTER defines analysis as the examination of a thing to distinguish its component parts, separately, or in their relation to the whole. Although as an individual teacher you may not have made an analysis of student accidents in your school or school district, you have no doubt contributed to such a study in the form of an original accident report.

Responsibility for the preparation of the original accident report lies with the teacher in charge at the time of the accident. Since these reports constitute the essence of any student accident analysis, the importance of accurate, complete records can readily be seen. Information on unsafe acts and unsafe conditions causing accidental injuries and deaths to students is essential to the planning of an efficient school safety program.

School authorities recognize the value of these reports in adjusting the safety curriculum to the immediate needs of the students.

Although the use of these reports varies from one school system to another, it is desirable that copies of all student accident reports be examined and analyzed by the superintendent, safety supervisor, chief of the medical staff, research director or some other competent person to determine the real causes of the accident and the needed preventive measures.

As a further preventive measure, it would probably prove helpful to send a copy of this analysis together with selected reports to the individuals who are in a position to take corrective action. The custodian should study reports of all school building and school ground accidents where maintenance may be a factor; the physical education teacher should examine the reports of all accidents in physical education and recreational activities; shop teachers should examine reports on all shop accidents.

For uniformity and purposes of comparison the Standard Student Accident Reporting system should be adopted on a system-wide basis. The Standard system consists of an original accident report form and a monthly summary sheet. Monthly summaries point out the types of accidents which are important among students in each grade, and provide a basis for determining whether the school system's safety education program should be revised.

A comparison of accident rates based on student-days is helpful since variations in the number of accidents due to change in the number of school days or the number of pupils are eliminated. However, in making the comparison it must be remembered that some activities—such as shop work—do not involve all students. The rates for such activities are lower than they would be if student-days were limited to the participating students.

The data in the summaries are particularly helpful in preparing monthly memorandum sheets for teachers, calling attention to certain types of accidents having the highest frequency during the month as well as suggestions for special emphasis during the coming months.

A final summary of the monthly reports for an academic year can also be compared to the previous year's record to see what progress has been made, if the safety education program now in use meets the needs of the students, where special emphasis should be placed during the coming year, how the figures for this locality compare with national figures, or with figures from similar communities.

Just as the cog on a wheel plays an important part in the operation of a machine, so too does the original accident report made out by an individual teacher affect the entire safety education program of his or her school.

JENNIE SPADAFORA is a member of the statistical division, National Safety Council.



So that the safest route to and from school could be learned through practice, a model of the community was constructed by the second grade pupils of the Franklin school. The houses were made of blocks placed on a map drawn on heavy drawing paper.

OUR COMMUNITY AND SAFETY

by SYLVIA NELSON

A SECOND grade group of children in Franklin school, Atchison, Kansas, began the study of the unit, "How Can We Live Happily in Our Community?" During discussion and conversation, someone suggested "to live happily one must work for safety." Out of this discussion the group began working on the topic, "Our Community and Safety." Throughout the study an attempt was made

to help each child become aware of the importance of safety to happy living, as well as to prepare himself for his rightful and happy place in the community.

These are some of the objectives to the study of this topic:

- A. To know where we live.
- B. To become aware of the importance of safety in happy living.

(Please turn to page 39)

MISS NELSON is second grade teacher, Franklin school, Atchison, Kans.

Community Safety

through the School Safety Patrol

by ORVILLE KERR

A STUDENT body, a school district, a community may be made "safety conscious" by the proper functioning of a well-organized safety patrol system in the elementary grades. In a city of several elementary schools, safety patrols should operate under the same basic plan of organization, following the same basic procedures.

During the school year the travel of nearly every citizen is touched in some way by the activities of these patrols.

In Hutchinson we have 10 elementary school safety patrols that operate daily to guard the safety of more than 3,500 children. Since 1927, there have been no accidents on any corner where a safety patrol operates.

The organization and administration of each patrol is under the direct supervision of the building principal or someone delegated by him to assume this supervision. The local police department co-operates in furnishing training, when needed and solicited. In this way all patrols have a uniform procedure of operation. Children transferring from one school within the city to another do not have to become familiar with the operation of another patrol since all signs and signals are the same.

Also, through the efforts of the police department, all patrols have been equipped and dressed alike. The acquisition of all patrol equipment has been made possible through the interest and contributions of various civic groups.

Building a good safety organization within the school requires some incentives. Possibly the one which takes top honor is the urge for boys and girls to be a member of a group which helps protect fellow citizens and which renders a service to the community. Merit systems are used in most buildings with adaptations to suit the individual situation within the building. These are administered

chiefly for the purpose of keeping everyone on his toes and for helping to weed out the dead wood. It is a thrill for most youngsters to have a clean record without any demerits. Some interest is also aroused because twice each year all patrols get together for a social affair. These events are sponsored by civic clubs and by the Parent-Teacher association. Possibly the highlight of the year is the all-day picnic and field day for all patrol members who have given satisfactory service during the year. This is sponsored by the P-TA mothers and the City Recreation commission and climaxes the year's work.

Each member, when appointed to serve on the patrol, is given a membership card signed by the chief of police and the school principal. This the member may hold as long as he or she is a *bona fide*, active member of the patrol. Infraction of rules may cause loss of this membership card. Admission to any social activity which may be scheduled for the patrol is by membership card only.

In most of our schools there is close working harmony between the safety patrol and the student council. The student council does not serve as a court to try pupils guilty of infraction of safety rules but rather as a round table for discussing safety problems. Action taken is reported back to each room by the council representatives. In this way, each room has close contact with the patrol and can keep posted regarding any safety question which affects the pupils as a whole.

Each parent-teacher unit has a safety chairman who sits in on the regular meetings of the patrol. Most patrols meet each two weeks at a regularly appointed time.

Part of the activities of the safety patrols is in acquainting the public with the work which the schools are doing in the teaching of safety. During the year each elementary school safety patrol has a 15-minute radio broadcast over a local radio station. This time is used in presenting safety talks, plays, and round-table discussions.

MR. KERR is principal of Lincoln Elementary school, Hutchinson, Kans.

Junior

teaches How to Lift the SAFE way - - -

- - - the EASY way

by BEATRICE BECKETT

MANY times, during every day of our lives, we find we have a lifting job to do either at home, at school or at work. Correct lifting should be practiced until it becomes a habit.

So many injuries are caused by improper lifting so, since the safe way to lift is also the easy way, why not eliminate this unnecessary hazard?

An interesting and realistic way to learn and to teach the safe way to lift is by means of "Junior." If your school has a woodshop, perhaps the instructor will supervise the construction of a demonstration Junior. At the end of this article are construction details.

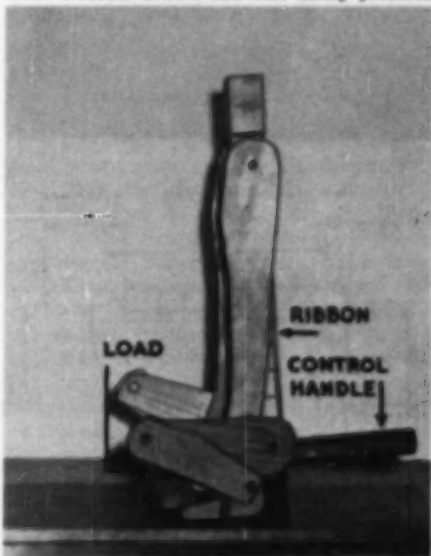
With Junior, you can demonstrate the proper way to pick up a heavy object. All bodies are mechanical systems of levers and hinges, activated by cables—just like many machines. Nature intended each individual bone, joint and muscle for a specific purpose. When overloaded or used improperly, injuries may readily occur.

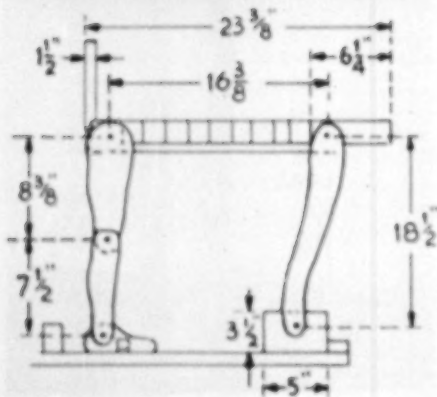
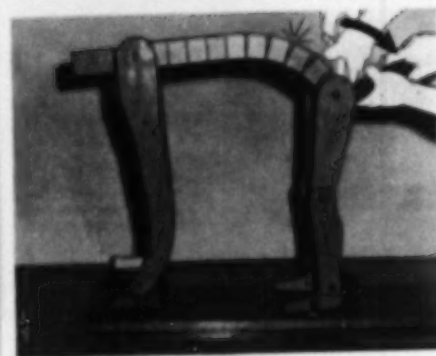
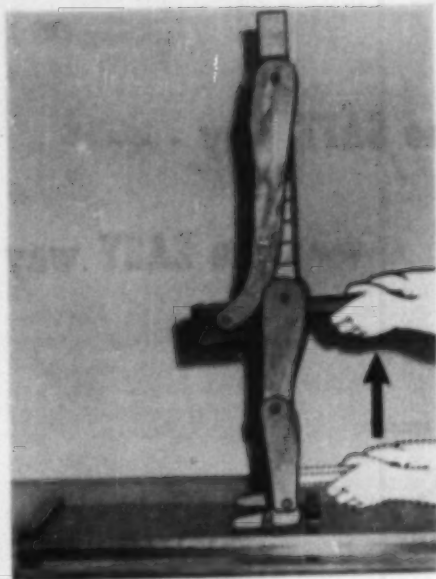
Without giving the matter undue attention, automatically pick up a heavy object. How did you do it? Most of us unconsciously bend at the waist when reaching down to grasp an object. Lifting in this position places a severe strain on the sensitive back and ab-

dominal muscles. Muscular stress is several times the weight lifted.

But note, when you squat or bend at the knees and keep the back as upright as possible,

This is "Junior," the lifting instructor, who will help teach students correct and safe lifting practices.





Above—The correct way to lift—keep back straight.
Center—“Junior” shows incorrect method of lifting.

your powerful leg and thigh muscles do the lifting without excessive strain.

Now, with the easy-to-make Junior robot boy, you can demonstrate the effect of correct lifting posture. The proper way to pick up a box or heavy object is to keep the back straight, bend the knees and spread with the load close to the body. By grasping the control handle in both hands and lifting vertically, Junior gives the impression of lifting with strong leg muscles and the rubber band or ribbon remains limp indicating very little tension on back muscles. The back cannot be kept straight without bending the knees.

Improper lifting may be demonstrated by placing Junior so that he looks like a dog, with his legs held straight and his tail in the air. By using one hand as a fulcrum and the other to pull the control handle, the legs remain straight, the back arches under the strain and stretches the rubber band or tears the ribbon. The best way to eliminate lifting injuries is to avoid lifting, but if you can't avoid lifting, lift the safe way—the easy way.

Construction Details

The spine is made with nine blocks, 2 inches square and $1\frac{3}{8}$ inches high, each drilled at the center to accommodate a standard screen door spring. The T-shaped head and shoulder piece is about 6 inches long, 2 inches thick, and supports arms 5 inches apart. The hip block is 2 inches square with sloping sides so legs will spread open in front. Assemble the body by using wood screws to attach ends of spring to the head and head pieces and tack a piece of belting 2 inches wide to front of spine block to hold them in alignment. The arms and legs can be shaped from $\frac{1}{4}$ inch plywood, each with an over-all length of about 20 inches. A $\frac{3}{8}$ inch spacer between the leg and hip block adds flexibility. A block 5 inches square and $3\frac{1}{2}$ inches high represents the lifting weight, and a rubber band or light ribbon stretches between the head and hip pieces to represent the spine muscles. Fasten the control handle securely to the lower end of hip block and mount the entire assembly on a 1 inch by 12 inch by 36 inch board.

Easy to construct—see above simple directions—
“Junior” is an addition to your safety program.

Safety Education for November, 1950

DON'T SMASH THAT GRILL!

by CHARLES N. BRADY



IT COSTS much less to train a high school student to drive properly than it does to replace a smashed grill on one of our late model vehicles, according to the results of a survey recently completed by the traffic engineering department of the American Automobile Association. This survey, which included 529 high schools and 5 teacher colleges offering driver education during the months of September, 1949, through January, 1950, shows an average expenditure of only \$34.02* per student. This cost includes the teacher's salary and all operating expenses of the dual-control vehicle while giving each student an average of 7.6 hours of practice driving instruction, 22 hours of observation while other classmates are receiving similar instruction, and 35 hours of classroom preparation. A check of local garages on the cost of replacing smashed grills showed a price range of from \$53.60 to \$124.65 on 1948 model Ford, Chevrolet, and Pontiac vehicles.

Averages based upon this study indicate that each school offering driver education trained 50 high school students per year. An estimated 4,500 vehicles were in use in May of this year. Thus approximately 225,000 students received the benefit of the complete driver education course during the 1949-50 school year. School enrollment in the eleventh grade, estimated from figures released by the United States Office of Education, indi-

cate approximately 1,277,600 students enrolled in that grade. Only one in six high school students reaching driving age, therefore, has been prepared in driver education courses offering practice driving. Three hundred thousand additional students have been exposed to driver education through classroom instruction only. Although the picture is much brighter than it was several years ago, we are still falling far short of the potential.

The American public pays an annual penalty of 2 1/4-3 billion dollars as a direct result of automobile accidents. It is true that some of this huge sum involves beneficiary payments and personal injury settlements, but much of this staggering burden is attributed to vehicle and property damage, such as smashed grills, dented fenders, etc. If only 1.7 per cent of this annual loss could be applied to driver education programs, it would be possible to train every eleventh grade student in the country!

Surveys made to determine the effectiveness of driver education in preventing accidents have conclusively demonstrated that the student who completed classroom and practice driving instruction has 50 per cent fewer accidents than the student who has not had the benefit of such training.

Insurance companies have recognized the value of driver education. One company has even taken steps to insure drivers under 25 years of age at no additional premium, provided that they have successfully completed both classroom and practice driving instruction. As this article goes to press, the Insurance Rating bureau of one state has approved this arrangement and it is being studied by the rating bureaus of the other states in which this company operates.

The job of training our young drivers before they take to the road can be done—is being done—and economically, too. When we can afford to spend 2 per cent of annual motor vehicle accident losses on driver education, we can stop replacing grills and start saving some of the 7,100 irreplaceable youngsters who, each year, meet death on our highways!

*A similar study, made by Earl Allgaier of the AAA a few years ago, showed per-student cost to be \$16.16. While there have been some cost increases, the major reason for the difference between \$16.16 per student and \$34.02 per student, Mr. Allgaier believes, is the fact that, in the more recent study, the standards of instruction have apparently been raised. In the original study, the results of which were printed in the January, 1949, issue of *SAFETY EDUCATION*, the average clock-hours of instruction received per student were 4.0 hours. In this survey by Mr. Brady, the average was 7.6 hours per student, or nearly double. This may account for most of the increase. The remainder of the increase can probably be accounted for by higher prices generally. The study Mr. Allgaier made included only 68 schools—which was a good share of the schools in operation at that time. The study by Mr. Brady is, of course, more comprehensive.

MR. BRADY is educational assistant of the traffic engineering and safety department, American Automobile Association.

LET'S MAKE THIS A

by A. E. FLORIO

SCHOOL has started again. There is a great deal of studying ahead, but there is also going to be much play. Football, basketball, games, and parties of all sorts for everyone from the nursery school through college. Let's enjoy them all. We can do this best by not having any accidents to mar our fun. Let's think and play safely.

If teachers and students keep the following four rules in mind during the coming year, accidents in and around the school will be greatly reduced.

First, Let's recognize all the hazards all children are going to be exposed to in the school environment.

Second, Let's remove all the unnecessary hazards in and around the school.

DR. FLORIO is assistant professor of physical education, University of Illinois, Urbana, Ill.

Third, Let's compensate for those hazards and danger spots which cannot be removed.

Fourth, Let's use our good judgment and create no new hazards.

Let's follow and put into effect the four principles just mentioned. This can be done most effectively by letting the boys and girls, and young men and women, in our schools participate in the safety program.

Most accidents in our schools occur within the jurisdiction of the physical education department or in physical activities so we should concentrate our efforts in this area. Many physical education activities are naturally hazardous and much of the value, pleasure, and popularity of these activities lies in this fact. To remove completely their hazards would be to remove a great portion of their appeal. Our objective is not to take the fun out of

Most accidents occur during body contact activities.



SAFE SCHOOL YEAR

our sports and play activities but to control and regulate the activities so that injuries may be reduced to a minimum. The most efficient way to participate is the safe way.

A thorough understanding of the hazards involved in any activity requires an understanding of the nature of the activity, the equipment being used, the leadership, the skill of the participant, and the proper classification and good physical condition of those taking part. Let's look at each of these in our own situation and make a sincere effort to do something about it where this is necessary.

Six Questions

Let's answer the following questions.

1. *How recently has everyone had a health examination?*

An examination will determine the health status of the student and will help you, as a teacher, determine whether David or Mary Jo should participate in strenuous activities or in a prescribed special program. Fatigue, motor co-ordination, strength and agility are important factors in safety.

2. *Are the students properly conditioned?*

The instructor will go a long way toward avoiding accidents, and perhaps losing his star player, if the students are properly conditioned for the regular school physical education program, as well as the highly competitive program. With improvements in condition and mastery of skills, there will be less fatigue and, consequently, less chance of injury. Physical conditioning alone will not solve the problem. Conditioning the individual's mind through acceptance of personal safety habits is also important in avoiding accidents.

3. *Is the equipment safe and adequate?*

It is estimated that 20 per cent of the sports accidents in high school are due to faulty equipment. In many cases it isn't possible to obtain the latest up-to-date equipment, but the risk of using used and older equipment could be greatly lessened if it were inspected regularly.

4. *Are the facilities in safe condition?*

- A. Are all the playing fields as smoothly surfaced and level as possible?
- B. Are the gymnasium floors treated with non-slip compound?
- C. Is there adequate lighting in the locker rooms, halls and stairways?
- D. Are all dangerous obstructions that cannot be removed padded or screened?
- E. Are the playing areas divided so sufficient space is allotted for all age groups?
- F. Are the spectators protected by making sure the bleachers are in excellent condition and never overcrowded? With the popular interest in sports today we are sometimes tempted to crowd in more spectators than safety permits.

5. *Are you offering proper leadership?*

In all phases of schoolwork, the responsibility rests upon the teacher and administrator.

Leadership Important

Democratic organization uses the students, as well as other faculty, to provide a functional safety program. As many accidents in physical education and sports activities are caused by poor leadership, let us make sure that the students are well instructed in the activity before they participate. The competent leader makes certain the students understand the hazards connected with an activity and that they know proper procedures and rules.

The teacher who directs the ballgame is responsible for seeing that the activity is conducted in a safe and sane manner. This includes the development of proper skills and attitudes. The same holds true for the swimming instructor, the coach, the playground supervisor and general classroom teacher who is sometimes given the responsibility of teaching physical education.

Considerable assistance may be obtained by using student leadership. Why not assign

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PROTECTIVE EQUIPMENT

for

HIGH SCHOOL FOOTBALL

by KENNETH L. MEYER

IN A HIGH school situation, the football coach must pay special attention to protective equipment that is supplied to athletes. In Indiana, for example, there is a high school insurance plan, but the coach may still be held liable for injuries sustained by a player if gross negligence on the part of the coach is discernible. School and township money is almost untouchable by legal proceedings and, to alleviate any blame, those authorities must prove that they had a qualified and licensed instructor on the job. Suit-conscious parents can make things "hot" if gross negligence by the coach is discovered. The coach must pay attention to details.

During a recent survey, 12 coaches, from schools ranging in enrollment for 300 to 1600, reported the items of athletic equipment boys on their football squads were required to wear. All coaches required helmets, shoulder pads, hip pads and thigh guards. The other items and the frequencies they were required: rib pads, 10; kneepads, 9; hard toe shoes, 6; elbow pads, 4; long stockings, 2; and cup supporters, 1.

If the coach stated that he used the item at all, it was given credit in the listing. It is difficult to believe that three coaches did not require kneepads. In the ordinary duck or canvas practice pants, kneepads are usually sewn in when the pant is manufactured. Game pants have pad pockets, however, and the pad must be purchased separately. Some

(Please turn to page 40)

MR. MEYER is football coach for Dyer (Ind.) High school.



Football equipment must be inspected and checked to see that it is adequate and protects players.

Safety Education for November, 1950

Unauthorized Play Spaces

THE PROBLEM

1. Every day we hear of children killed or injured while playing in unauthorized areas. Teachers, educators, playground and municipal authorities, etc., have a two-fold responsibility: to impress upon children the hazardousness of playing in unauthorized areas, and to continue their efforts to provide and maintain attractive, adequate play spaces.

There are potential hazards involved in practically every type of game and play area. Competent, authoritative evaluation of these hazards, according to degree of dangerousness, is usually the best method for deciding which area or game is "safe." There are, however, certain areas which must *always* be avoided.

AREAS TO AVOID

Abandoned Mines, Open Pits, Etc.

2. Common dangers found in exploring openings, such as mines and open pits, are listed by the Arizona Small Mine Operators association as follows:

- (a) Rotten timber (posts and timbers supporting roofs and walls). Rotten timber may crumble and permit rock to fall. Anyone under it could be crushed.
- (b) Broken or rotten ladders, steps, stairways, or any other means for getting in and out. If any of these means of entrance or egress should break, a long fall down a shaft or other opening could result.
- (c) Unsupported roofs and walls (danger of falling rocks). While mines are being worked, some roofs and walls do not need support. In time, however, after the mine has been abandoned, erosion by underground water and the action of air will loosen hanging rock and cause it to fall.
- (d) Bad air (lack of oxygen or the presence of deadly gases). No fresh air is present below the surface in many

abandoned mines. Mine air may be contaminated with poisonous, death-dealing gases.

- (e) Underground holes and shafts (covered or uncovered). A fall into an underground hole, either man-made or natural, may cause a death plunge of hundreds of feet. Holes covered over are often more dangerous since the cover may be rotten or broken.
- (f) Water (unfit for drinking or the danger of drowning). Water surface may be covered with fine dust, giving the water the appearance of solid ground. Stepping into such a pool, sump or underground lake could easily cause drowning.
- (g) Underground fires (burning up oxygen or giving off poisonous gases).
- (h) Abandoned explosives (dynamite, black powder, and blasting caps). These explosives deteriorate with age and may be set off with only the slightest jar or handling.
- (i) Snakes, spiders, scorpions and poisonous insects.
- (j) Danger of becoming lost.
- (k) Caving ground (ledges, rims and mine surfaces). The surface around abandoned mine openings and open pits may cave without warning. Overhanging ledges, or the rims of pits and caverns, may fall with the slightest increase in pressure. The danger is not only to those who walk too close to the edge but also to anyone who happens to be below.

Excavations

3. Playing in, or around, ditches, excavations or the piles of dirt from such digging operations always invites an accident. A cave-in or a falling overhang could cause death from suffocation or crushing; and a fall into an excavation could result in broken

arms, legs, neck, etc. Playing on piles of dirt is dangerous because a person could be injured rolling down this artificial hill, or he could roll into, or under, digging machinery.

Construction Work and Industrial Property

4. No one should play on, or around, any kind of construction work. Outside of the fact that doing so is trespassing and thus illegal, it is extremely hazardous. Some of the possibilities for serious injury are:

- (a) falling off ladders, scaffolds or the building itself;
- (b) being hit by falling material;
- (c) being injured by equipment, such as trucks, construction elevators, cranes, concrete mixers, bulldozers, etc.;
- (d) being injured by explosives or dynamite caps.

5. To be avoided also are roofs of any structures, new or old.

6. With small variations, the hazards that apply to building construction also apply to most types of industrial property.

7. Additional hazards, however, are fences surrounding industrial property. These fences are usually very high, sharp at the top, and often have barbed wire (which may be elec-

trified) at the top. A person climbing such a fence could: be shocked and fall, fall *without* being shocked, be impaled, be ripped by the barbed wire.

8. Illegal and hazardous climbing of this type becomes very much more dangerous if a person climbs fences to electric stations or transformers or poles or towers for power lines and telephone wires. This also applies to trees through which wires pass. (And while on the subject of wires, kites must never be flown near them. Kite strings—even non-metal ones—can conduct electricity under certain conditions.)

Empty Houses

9. Empty houses should not be used as places to play. Entering them is against the law, as well as dangerous. Broken windows may cause serious cuts; rotten stairs or floors may collapse; and, since the electricity is usually turned off, there is the danger of tripping or falling over unseen obstacles.

Quarries

10. The very nature of quarries and quarrying operations rules them out as places to play. Danger of fatal falls, falling rock, blasting operations and blasting caps, as well

Exploring abandoned mines is never safe. Rotting timbers may crumble, permitting rock to fall, crushing anyone beneath it. In time unsupported roofs and walls may fall from loosening caused by erosion from underground water or action of air.



as danger of drowning in deep pools (often with rocks submerged near surface) usually found in quarries, are the main hazards of these strictly unauthorized "play" areas.

Railroad Property

11. Railroad trespassing can be highly dangerous. Every year in the United States, approximately 150 children under 16 years of age are killed while trespassing on railroad property. Two or three hundred more are maimed or crippled for life.

12. Safety Education Data Sheet No. 38—Railroad Trespassing, goes into detail on the hazards involved in playing on railroad property. A few of the dangers are:

- (a) falling under cars while hopping rides on trains;
- (b) being hit by train while walking on track or right of way, or while taking a short cut across railroad tracks other than at regular crossing;

- (c) falling off, or getting trapped by train on trestles and bridges;
- (d) falling off, or under, box cars while climbing on them;
- (e) being crushed by material inside cars.

Dumps and Junk Yards

13. Dumps or junk yards may seem to offer young persons many possibilities for exploring or adventure, but they are not safe places to play. Cuts, falls and accidents by crushing may occur very easily in such areas. And deaths by suffocation have been caused when children thoughtlessly locked up companions in discarded ice boxes, etc.

Highways and Streets

14. So much has been written on the danger of playing in streets or highways that cautions against this practice are limited only by the amount of time a teacher can give to the subject. It is well to bear in mind, also,

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No one should play on, or around, any kind of construction work. Outside of the fact that doing so is trespassing and thus illegal, it is extremely hazardous. Some of the possibilities of serious injury are: falling off ladders, scaffolding or the building itself.

SCHOOL AND COMMUNITY Co-OPERATION

by EDGAR FULLER

A PROGRAM of safety for an individual school works best when direct responsibility is assumed by one individual whose duty it is to see that the safety activities are meeting the needs of the students.

An interested faculty member may be selected to obtain materials and advise others in the initiation and operation of the safety program. In city school systems, general and special supervisors should have an interest in, and contribute to, the safety program.

If given an opportunity to participate, students will help solve the accident problem. Student councils, patrol groups and other student groups may be a powerful force for safety education.

Good planning for a particular school requires utilization of resources both in the school and in the community.

Superintendents and boards of education should see that a well-defined policy of school-community relationships is worked out to govern such situations as participation in contests or award programs of community, state, or nationwide scope; parades; or use of any material advertising a specific product.

Co-operative Planning

A good example of co-operative planning can be seen in Forsyth county, North Carolina. Community demands for contests and special observances took so much regular school time that a special meeting of parents was called to help decide what the safety program should contain. A committee studied the situation and advised the school administration both on school programs and on community programs with which the schools should assist.

Similar principles for operating successful safety programs persist at the state and national levels. The state department of education should work co-operatively with local schools. A state-wide program can do much

to stimulate local school systems in their planning, develop policy, provide materials and make advisory services available. The problem of safety is such that state departments of education may appropriately provide full-time supervisory services in safety. At least ten states now have such services.

State legislation to insure safety is important, but it can easily produce more harm than good. The police function is a practical necessity, but experts in enforcement increasingly realize that education is basic to enforcement. Sound legislation should be a part of the state-wide and local safety programs, along with enforcement, and should be supported and taught by school people.

At the national level much can be done which cannot be done anywhere else to synthesize information concerning the best practices, development of policies, and interchange of ideas. Two examples of national planning of significance in these respects were the development of Uniform Standards for School Buses and Drivers, and Policies and Recommendations for High School Driver Education. The national standards on school buses have been adopted fully or substantially through state action in 43 states. Bus manufacturers have been led to reduce the number of sizes of school buses and safety features have been incorporated generally in all models.

The Challenge

Work of safety supervisors is increasingly important, especially in large school systems. Their success will depend on whether they can influence other school personnel to become interested in safety. The safety supervisors can't develop a safety program separate and apart from other school activities. Safety is a school-wide proposition. It involves all school personnel—superintendent, supervisor, teacher, pupil, school bus driver, and custodian. Each of these has a continued responsibility to teach safety, to use safe prac-

MR. FULLER is executive secretary, National Council of Chief State School Officers.

tices himself, and to maintain the safe working condition of school equipment.

The elementary teacher has numerous opportunities daily to teach safety in realistic situations. In the high school, various subject matter fields are bubbling over with opportunities for safety instruction. Who can more effectively teach the safe and efficient use of electric equipment than the science teacher? Who is in a better position to teach home safety than members of the homemaking department?

At times safety supervisors may worry too much about lack of courses of study. They don't need to start with courses of study to get results. Courses of study should perhaps be prepared only after active and successful work, experimentation, and evaluation of specific safety activities. Except in colleges, it may be doubted that there should be separate courses of study other than for driver edu-

cation. Safety instruction should be integrated and full use made of such teaching aids as handbooks on safety precautions, printed suggestions on how fire drills should be conducted, or specific materials on hazards.

The goal, then, is a balanced program of safety education in every school and in every community. We can't label our program as comprehensive unless we are developing activities to take care of all phases of safety which create a problem for a particular community. In many instances school people say, "Oh, yes, we have a safety program," but when examined it may amount only to certain activities in traffic safety, or a few school safety patrols, or some other specific and limited activity.

The school program of safety education will succeed in proportion to the amount of effort which the school and groups in the community are willing to devote to it.

Good school plans use school and community resources.



Safety Education for November, 1950

ROY'S REWARD

Los Angeles, Calif.—Ten thousand youngsters and their parents jammed Pershing square in downtown Los Angeles to see Roy Rogers and his golden Palomino, Trigger, and hear the results of Roy's safety slogan contest which drew more than 30,000 participants.



Roy Rogers presents safety slogan winner, eight-year old Roberta McCarty, with a Shetland pony. At the same time, Roy is presented a safety award in behalf of the Downtown Los Angeles Business Men's association for his work to promote safety.

Sponsored by Roy Rogers, the roundup lived up to its name when a covey of cops worked overtime rounding up lost children at the rate of 100 every half-hour, all of whom were eventually claimed by their parents.

The happy, good-natured throng stood on each other's feet, poked elbows into ribs, petted ponies and generally had a high old time.

Envy of the day was eight-year old Roberta McCarty, a twin, of Compton (Calif.), who won a Shetland pony, saddle, martingale and bridle for her safety slogan: "Make your safety last by putting safety first." Second prize, a Roy Rogers chuck wagon, went to Donald Ray Dyal of Los Angeles; and third prize, a cowboy suit, to David Vogel, nine, of Bellflower.

Rogers presented 98 prizes to winners of his safety slogan contest and put Trigger through his paces to delight the children and parents.

SAFE SCOUT RETIRES

New York, N. Y.—F. C. Mills, director of health and safety service for the Boy Scouts of America, retired last July. He is succeeded by W. E. Lawrence.

IN THIS CORNER . . .

Lima, Ohio — Joe Palooka, comic-strip character created by Ham Fisher and read by an estimated 50 million fans, has gone all out to defeat school bus accidents and teach the importance of school bus rules.

Joe's message is given in language which children will understand and enjoy reading. It is presented in comic-strip style, in full color and in two forms—a pocket-size booklet and large, school bulletin board posters.

Superior Coach corporation, long known for its outstanding work in promoting safer school transportation, is sponsoring Joe Palooka in his latest bout. Teachers and school officials may secure Joe Palooka materials on School Bus Safety Tips by writing the Superior Coach Corp., Lima, Ohio.

AUDIO-VISUAL RESEARCH

New York, N. Y.—The Division of Safety of the state of New York is currently conducting a research in the area of audio-visual materials for fire prevention, training and protection. Although a number of films, filmstrips, charts and models have been studied, many more are probably yet to be discovered. The division wishes to hear of any such aids which may be included in the files or racks of the Safety Training Aids library. Distributors are requested to write before submitting material for review. Address correspondence to Leonard C. Silvern, safety training supervisor.

BICYCLE PROGRAM

Chicago, Ill.—Tom A. Burke—director of local safety programs, field organization, National Safety Council, says:

"An excellent bicycle safety program has been developed by the San Jose-Santa Clara chapter, National Safety Council, and an elaborate program kit has been prepared. Two pilot courses have been given in the city schools which resulted in the final refinement of the material. An intensive program is planned for all schools this Fall under the sponsorship of the school authorities and the chapter. The kit contains samples of all materials necessary for the course, outlines the objectives, lists specific suggestions for bicycle safety and sets forth the actual procedure and techniques suggested for carrying out the four-session program."

DRIVER EDUCATION EXPANDS

Chicago, Ill.—The Driver Education section of the National Safety Council now has the latest information on the extent of driver education in high schools.

According to the 1950 Progress Report of the Committee on Education of the President's Highway Safety conference, nearly 4,500 automobiles are now being used for practice driving instruction; and approximately 607,603 high school students were enrolled in driver education programs during the 1949-50 school year. Of this number, approximately 300,000 received practice driving instruction in addition to classroom instruction.

Previous progress reports of the President's conference show the extent of increase in driver education.

In the 1946-47 school year, total enrollment was 83,661; 1947-48—322,514; 1948-49—471,562; and 607,603 in 1949-50.

According to the *Book of the States, 1950-51*, published by the Council of State Governments, there are now six million students in some 22,000 high schools.

By assuming that one fourth of all high school students reach each year the age for obtaining a driver's license, the eventual goal of driver education is 1,500,000 annually.

According to the above figures, 40 per cent of the goal has been attained.

DRIVER EDUCATION PAYS OFF

Columbus, Ohio.—The accident record of drivers under 25 has for some time been an anathema to insurance companies. Insurance rates were necessarily raised for this group, and some companies did not wish to have drivers under 25 on their books at all.

Now the Farm Bureau Mutual Automobile Insurance company, Columbus, Ohio, has announced that it will extend regular adult liability insurance rates to drivers under 25 who have satisfactorily completed a state-approved driver training course.

C. W. Leftwich, vice-president and secretary of the company, said:

"We are making this offer to impress upon students and parents that there is only one man who sets automobile liability insurance rates—the man behind the wheel."

High school driver education courses no longer need to be sold, but this is the first time that any insurance company has given these courses such concrete recognition.

Editor's Note: In this issue of SAFETY EDUCATION we give a full report on a recent study which helped to influence the new stand of the insurance companies.

ELECTION RETURNS

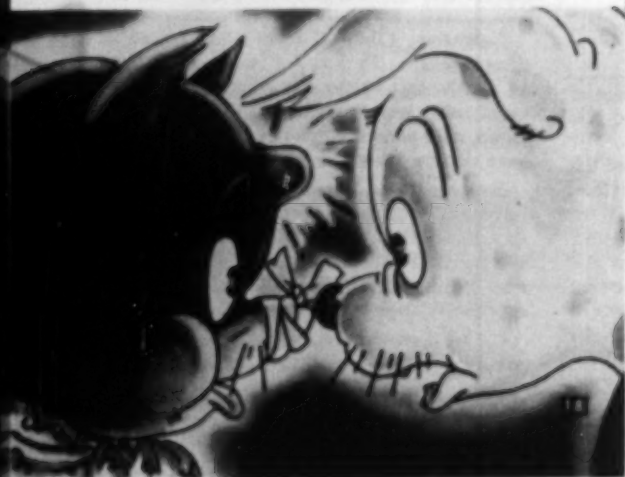
Chicago, Ill.—N. O. Schneider, present general chairman of the National Safety Council's Driver Education section, has announced the new officers for the section.

For one-year terms beginning with the 1950 Congress in October: general chairman—Bert L. Woodcock, assistant professor of safety education, Iowa State Teachers college, Cedar Falls, Ia.; section secretary—George

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PONTA-SAN DIRECTS TRAFFIC

Part Three — Conclusion



18.

Ponta: "Ahooh, look at this huge bump on my head. Gosh, I've been having bad luck all day long. Say, aren't you Wanko I met this morning?"

Wanko: "Oh, I see now, you're Ponta."

Ponta: "Gosh, you frightened me. I thought you were a one-eyed monster."

Wanko: "That's my headlight!"

19.

Wanko: "When you're walking on the road, wear something white so that drivers can see you."

Ponta: "Yes, I understand."

Wanko: "What happened to your white gloves?"

Ponta: "Look, see how black they are now."

Wanko: "Well, I'll lend you my towel, in fact, I'll bandage that bump for you. Now, drivers can see you, so you are safer."





20.

Ponta: "Say, when you were coming this way a little while ago, why was your headlight moving from side to side?"

Wanko: "Oh, that? Well, since there are so many holes in the road I was trying to avoid them."

Ponta: "Ah ha! But if you were looking for holes, certainly you could not be watching for cars. What would you do if a car came from your rear?"

Wanko: "Well, ah, I guess you have one on me!"

Ponta: "Heh, heh, heh."

Wanko: "You know, Ponta, traffic rules sound simple but actually they're very difficult."

Ponta: "Yes, I really learned through experience today. Ouch, my aching back! Guess I'll never forget today's lesson. Thanks a lot."

(The End)

The Story Behind PONTA-SAN

THE story and illustrations for *Ponta-san* were completed in the summer of 1949, as a part of the information program of the Civil Information and Education section of the Supreme Commander for the Allied Powers (GHQ), on new traffic regulations which were going into effect during November of that same year.

As government funds were inadequate to print *Ponta-san*, and because only 700 copies were needed for national distribution (one copy is used and re-used) through the National Rural police, the entire script and illustrations were given to a commercial publisher—free of charge—with the promise of an order for 700 copies, and complete freedom, on his part, to sell the remainder of the edition through commercial channels.

After the story was printed, distribution to prefectures was made on a population basis. The rural program was carried out similar to the one used in Tokyo, except for the fact that metropolitan areas have women police, as well as men. The policewomen in Tokyo used sound trucks, scheduled showings by district, operating daily from 9 a.m. to 4 p.m., visiting schools on week days and operating on streets during the weekends. Music, speeches, posters and the showing of the *Kami-shibai* (paper theater) were all part of the programs.

The *Kami-shibai* is used because greater emphasis is given to visual education in Japan than in other countries. Japanese ministries use this mode to disseminate information. This form of entertainment has been in the Orient for a long time, and is probably an



A Japanese policewoman narrates the story of *Ponta-san* to a group of pupils from the Motomachi Elementary school in Marujiku, Shibuya-ku, Tokyo.

Photo by Lemaster, courtesy Department of the Army

outgrowth of the paper puppet shows and lantern shadow plays used in the Meiji era.

Kami-shibai associations include writers, publishers, artists and narrators. There are more than 2,000 narrators who work the back streets of Tokyo. Each rents the paper play by the month for a flat fee. His working hours depend largely on the weather, the season and his own initiative.

Although motion pictures are common in Japan, the *Kami-shibai* continues to be effective, because it goes to the people and it is inexpensive compared to other forms of entertainment. The narrator, who has no overhead, finds *Kami-shibai* profitable.

Views AND REVIEWS

● ● ● SAFETY TEACHING AIDS

● BOOKS AND PAMPHLETS

MAGIC NIGHT. Rosemary Howland. 4 pp. Bergenfield, N. J.: Subscription Dept., *Senior Prom*. 1950.

"... and the monstrous headlights of another car were rushing at us from the side... there was an abrupt, shattering burst of sound..." And horror and death replaced the magic of a summer evening.

This compelling reprint presents not so much a story of reckless driving but that of innocently thoughtless driving. Its value lies in the fact that it is written exactly the way any intelligent teen-ager might think or act.

WATCH YOUR STEP. John J. Floberty. 160 pp. Illustrated. New York, N. Y.: J. B. Lippincott Co. 1950. \$2.75.

"You were there" might well sum up the presentation of this book, as the author takes the reader along with him when he visits with various persons whose daily jobs entail the safety of themselves and others.

By means of questioning such persons as a traffic police inspector and patrolman, test driver, service station and garage owner, fire chief, lifeguard chief, a housewife and husband, and experienced campers, practically all phases of safety are discussed in a down-to-earth fashion.

ELEMENTARY TEACHER'S GUIDE TO FREE CURRICULUM MATERIALS. Seventh annual edition. 343 pp. Edited by John Guy Fowlkes, Ph.D., Ann Meyers, and Paul T. Cody, M.A., Randolph, Wis.: Educators Progress Service. 1950. \$4.50.

EDUCATORS GUIDE TO FREE SLIDEFILMS. Second annual edition. 128 pp. Compiled and edited by Mary Foley Horkheimer and John W. Diller, M.A.; educational consultant, John Guy Fowlkes, Ph.D., Randolph, Wis.: Educators Progress Service. 1950. \$3.00.

Earlier editions of these bibliographies have been reviewed in *SAFETY EDUCATION*. The latest editions are completely revised, so much so, in fact, that the previous editions are now obsolete, which is understandable, since the contributing agencies frequently revise their listings.

The new editions (as is the publisher's practice with previous editions and intent for each succeeding annual edition) are valuable and thoroughly up-to-date bibliographies in their respective fields.

THE THEORY OF CAMPING. Frank L. Irwin, Ed. D. 178 pp. New York, N. Y.: A. S. Barnes and Co., Inc.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1950. \$2.50.

This book presents to camp personnel, teachers, administrators and college students the objectives and techniques of organized camping as an integral part

of a well-rounded general education for children of today.

Safety and health, as applicable to camp life, are considered in the text as a part of the objectives and techniques.

SCHOOL CROSSING SIGNALS. C. C. Wiley. 12 pp. (Mimeo.) Urbana, Ill.: Department of Civil Engineering, University of Illinois. 1950.

During the 1949-50 academic year, three Illinois university senior students in traffic engineering, under the supervision of C. C. Wiley, professor of highway engineering, made a study of school crossing signals in Champaign, Illinois.

This book is a summary and discussion of the study, which was directed primarily "to determine the characteristics demanded of a signal adequately to serve as a mechanical assistant to the school patrol and eliminate the need for a police officer at busy school crossings."

THE ABC'S OF TRAFFIC SAFETY FOR YOUNG CHILDREN. 32 pp. Illustrated. Toronto, Ontario, Can.: Motor Vehicles branch, Department of Highways of Ontario. 1949.

A is for ACCIDENT
We learn to prevent,
Let's always be careful
Wherever we're sent.

This begins this entertaining and instructively effective coloring book. It continues on through the alphabet with a traffic safety rhyme for every letter. Each page contains, in addition to the large block letter, a picture of the action described in the rhyme. The back of the book gives basic traffic safety suggestions to be taught children by parents and teachers.

A MANUAL FOR THE INSTRUCTION OF SCHOOL BUS DRIVERS OF THE STATE OF NEW YORK. (Mimeo.) 74 pp. New York, N. Y.: The University of the State of New York. 1949.

If there is any aspect of school bus driver instruction which this manual does not include, readers will be a long time in discovering it.

This course of instruction, with its underlying principle that—"the purpose of this manual is to stress the fact that safety is good business... that we (school officials and general public) are living in an age where safety and efficiency must go hand in hand"—needs but proper administration to be a complete success.

A PROGRAM FOR THE CONTROL AND OPERATION OF BICYCLES AS DEVELOPED BY THE BERKELEY POLICE DEPARTMENT. 8 pp. and appendix. Chicago, Ill.: National Safety Council. 1950. Free.

With special permission of the Berkeley (Calif.) police department, the National Safety Council has reprinted this pamphlet which outlines the Berkeley bicycle program. Basically the program provides for

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Safety Education for November, 1950

**Lower
Elementary**

Safety Lesson Unit

November, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Make Rules for Safety PLAYGROUND SAFETY



Sketch S9046A

Play Test

Copy and—
Select correct answer.

1. Before you



play

agree on rules.

forget about rules.

2. Play where



cars

can hit you.

cannot hit you.

3. Keep glass and



bottles

off the playground.

on the playground.

4. Teasing makes



children

dislike you.

like you.

5. Rules help make



games

safe and fair.

unsafe and unfair.

Let's Talk About the Sketch

1. Why should you talk over rules before you play?
2. Can brains help prevent a play accident? How?

3. What do your brains tell you about throwing rocks or hard snowballs?
4. What rules should you make about a game if a ball rolls out into the street? Or if a ball goes over a fence?

Prepared under the direction of Helen Halter Long, principal, Chateaufort school, Leicestershire, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Using Your Brains for Safety

Copy and—
Fill in the blanks.



1. When you go _____, use your brains to pick a place to coast where there are _____ automobiles.

2. When you play dodge _____, use your brains to keep alert and not _____ into other children or a wall.

3. Use your brains and don't play with _____, candles and bonfires because they may _____ you.

To Be Written on the Blackboard by the Teacher and Answered by Children.

- Rules spoil a game. Yes No
- Our brains tell us that we should play without pushing or shoving. Yes No
- Skate where the ice is thin. Yes No
- Throw icy snowballs. Yes No

Answers to "Play Test"—1. Agree on rules. 2. Use and have fun. 3. Use the playground. 4. Dodge you. 5. Use and have fun. 6. The game stops if a ball rolls into the street or over a fence and the play is made over. 7. Yes. 8. Yes. 9. Yes. 10. Yes. 11. Yes. 12. Yes. 13. Yes. 14. Yes. 15. Yes. 16. Yes. 17. Yes. 18. Yes. 19. Yes. 20. Yes. 21. Yes. 22. Yes. 23. Yes. 24. Yes. 25. Yes. 26. Yes. 27. Yes. 28. Yes. 29. Yes. 30. Yes. 31. Yes. 32. Yes. 33. Yes. 34. Yes. 35. Yes. 36. Yes. 37. Yes. 38. Yes. 39. Yes. 40. Yes. 41. Yes. 42. Yes. 43. Yes. 44. Yes. 45. Yes. 46. Yes. 47. Yes. 48. Yes. 49. Yes. 50. Yes. 51. Yes. 52. Yes. 53. Yes. 54. Yes. 55. Yes. 56. Yes. 57. Yes. 58. Yes. 59. Yes. 60. Yes. 61. Yes. 62. Yes. 63. Yes. 64. Yes. 65. Yes. 66. Yes. 67. Yes. 68. Yes. 69. Yes. 70. Yes. 71. Yes. 72. Yes. 73. Yes. 74. Yes. 75. Yes. 76. Yes. 77. Yes. 78. Yes. 79. Yes. 80. Yes. 81. Yes. 82. Yes. 83. Yes. 84. Yes. 85. Yes. 86. Yes. 87. Yes. 88. Yes. 89. Yes. 90. Yes. 91. Yes. 92. Yes. 93. Yes. 94. Yes. 95. Yes. 96. Yes. 97. Yes. 98. Yes. 99. Yes. 100. Yes.

Answers to "Play Test"—1. Agree on rules. 2. Use and have fun. 3. Use the playground. 4. Dodge you. 5. Use and have fun. 6. The game stops if a ball rolls into the street or over a fence and the play is made over. 7. Yes. 8. Yes. 9. Yes. 10. Yes. 11. Yes. 12. Yes. 13. Yes. 14. Yes. 15. Yes. 16. Yes. 17. Yes. 18. Yes. 19. Yes. 20. Yes. 21. Yes. 22. Yes. 23. Yes. 24. Yes. 25. Yes. 26. Yes. 27. Yes. 28. Yes. 29. Yes. 30. Yes. 31. Yes. 32. Yes. 33. Yes. 34. Yes. 35. Yes. 36. Yes. 37. Yes. 38. Yes. 39. Yes. 40. Yes. 41. Yes. 42. Yes. 43. Yes. 44. Yes. 45. Yes. 46. Yes. 47. Yes. 48. Yes. 49. Yes. 50. Yes. 51. Yes. 52. Yes. 53. Yes. 54. Yes. 55. Yes. 56. Yes. 57. Yes. 58. Yes. 59. Yes. 60. Yes. 61. Yes. 62. Yes. 63. Yes. 64. Yes. 65. Yes. 66. Yes. 67. Yes. 68. Yes. 69. Yes. 70. Yes. 71. Yes. 72. Yes. 73. Yes. 74. Yes. 75. Yes. 76. Yes. 77. Yes. 78. Yes. 79. Yes. 80. Yes. 81. Yes. 82. Yes. 83. Yes. 84. Yes. 85. Yes. 86. Yes. 87. Yes. 88. Yes. 89. Yes. 90. Yes. 91. Yes. 92. Yes. 93. Yes. 94. Yes. 95. Yes. 96. Yes. 97. Yes. 98. Yes. 99. Yes. 100. Yes.

 **Upper
Elementary**

Safety Lesson Unit

November, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Make Rules for Safety PLAYGROUND SAFETY



Sketch S9046A

Test

Copy and—

Write *Yes* or *No* before each of the following statements.

Boys and girls use their brains for safety when:

1. they make rules for a game before they start.
2. they break the rules in a game.
3. they play with children who play fair.
4. they run with a stick or a pencil in their mouths.
5. they throw icy snowballs.
6. they pick up trash from the playground.
7. they trip others as a joke.
8. they stop immediately when the director or umpire blows the whistle.
9. they coast into streets where automobiles may be traveling.
10. they dash out into the street for a ball.




Let's Talk About the Sketch










1. What are the advantages of agreeing on rules *before* you start a game? Are there any disadvantages?
2. Can using your brains prevent a play accident? How?
3. What rule should you make about a game if a ball rolls out into the street? Or if the ball goes over a fence?
4. Do high school and college players have definite rules for their games? Do they have to obey the decisions of the umpire or referee? Should you obey the decision of the leader or umpire in your games? Should you obey even if you think he is unfair?






A Thanksgiving Tale

Copy and—

Write the 17 words which are made up entirely or partially of pictures, spelling the words correctly.

The tur says, "Thing won't save my neck but it helps to keep you from h.

Do you th for ? It is import to co with others and o the rules of the game. It is better to be  than to save t me. You help others when you  up tr.

Do you agree with the o ion of the tur t you are smart when you th for .

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Leicestershire, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

PLAYGROUND PROJECTS



- 
1. Interview the principal, nurse or teacher in charge of your playground. Find out what kind of playground accidents have taken place on your own playground and how they might have been avoided.
 2. Plan a play safety slogan or reminder that could be stated over the radio or posted on a bulletin board. Each day broadcast or post a new slogan or reminder. One good slogan might be: A clean playground is a safe playground.
 3. Ask the school nurse or doctor to talk about first aid for playground accidents and how to act when someone is hurt.
- 



4. Interview children of various grades to make a list of the most popular games and sports played on your school playground. Make this list into a "Games and Sports Handbook" for your school. Tell the rules and a safety suggestion for each game.
5. Looking to the future, what sport will be your favorite in high school? Perhaps it will be some sport not offered in elementary school—perhaps tennis or golf or horseback riding or swimming. If you think you know which sport you will like, plan a short talk about it. Include in your talk the opinion of some present high school students about this sport, as well as some of the important rules. Perhaps your teacher could arrange to have some high school athletes visit your class and tell you about the high school sports.
6. Plan a bulletin board about "Winter Playground Activities." Include pictures of winter activities. List rules for playground safety in winter weather.
- 
- 



Playground Check List

Note: Some playgrounds may not have the equipment listed here; schools should be scored only on items which apply.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Special play areas for younger children | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Playground surface in good condition | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Apparatus in one special area which can be reached without walking through game areas | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Swings set in concrete and frames braced | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Children not allowed to stand up or kneel on swings or to jump from moving swings | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Slides have soft clean sand at the bottom; steps and braces are firm, and they are free of splinters, exposed screws and nails | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Children are not allowed to crawl or run up the slide or go down backwards | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Sandboxes are inspected regularly to make sure they are free from broken glass and trash, and to see that there are no splinters in the frame | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Bicycle riding is not allowed in play areas | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Grounds are free from bottles, broken glass, nails, fruit skins, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Drinking fountains are free from rubbish | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Playground safety patrol acts to assist instructor in supervising play and inspecting grounds | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Rough play, tripping and pushing are not allowed | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Nurse or supervisor trained in first aid is available to help in an emergency | <input type="checkbox"/> | <input type="checkbox"/> |

[illegible]

Answers to "Left's Folly About the Satchel"—1. "This game
 resembles and rules are agreed upon, there is no likelihood
 of an argument, fighting or rough play. A disadvantage
 is that some may not want to play if the rules are
 set up, but it is better to find this out before entering the
 game. 2. Yes, by understanding the rules and playing the
 game. 3. Yes, 4. No, 5. No, 6. No, 7. No, 8. No, 9. No, 10. No.

+ Junior High Safety Lesson Unit

November, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, physical education, home economics, shop, guidance and safety.

Protect Yourself PROTECTIVE EQUIPMENT

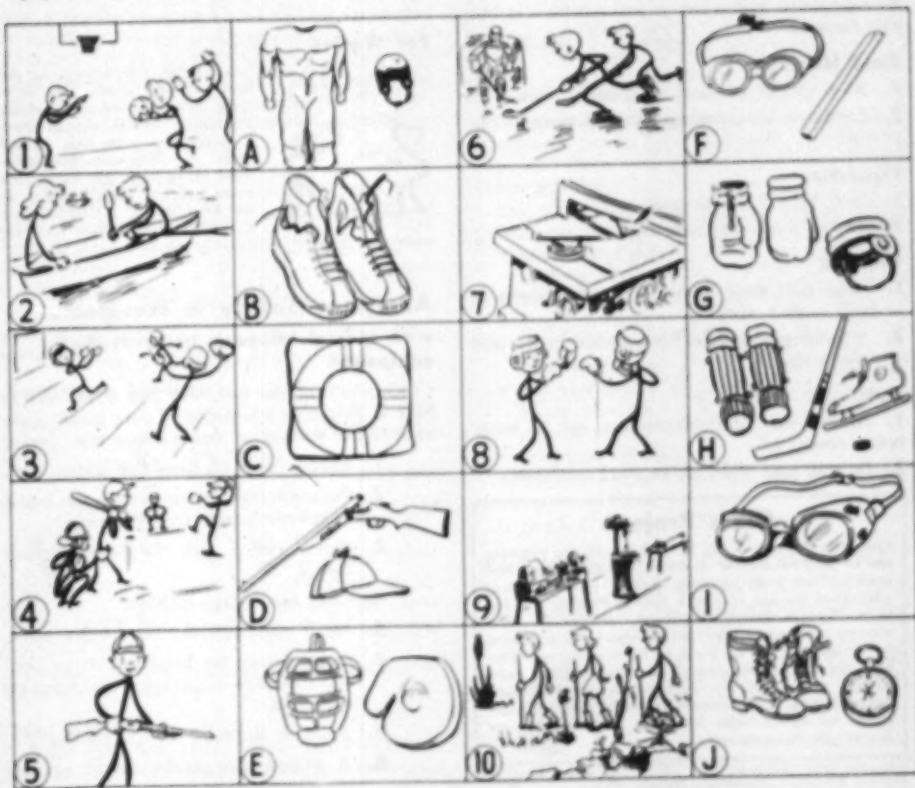


Sketch 59047A

Picture Test

Copy and—

On each numbered picture of an activity write the letter of the picture that shows the proper protective equipment for that activity.



Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Hailer Long, principal, Chatsworth School, Larchmont, N. Y.
 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Analyzing Safety in Athletics* with special emphasis on protective equipment

Complete each list in the following alphabetically arranged list of sports by adding as many more good safety rules as you know.

Archery

1. Use forearm protection.
2. Have a rule stating that all archers shoot before any retrieve their arrows.

Baseball

1. Use complete catcher's equipment.
2. Home plate area should be kept clear of batting lineup and spectators.

Basketball

1. Wear properly fitted shoes.
2. Practice periods should be supervised.

Boxing

1. Wear helmets during training, possibly also in interscholastic boxing.
2. Competent instruction in fundamentals is first and foremost.

Field Hockey

1. Wear proper personal equipment.
2. Thorough conditioning before playing is important.

Flycasting

1. Look behind before casting.
2. Inspect your equipment regularly.

Football

1. Head gear must be worn in all scrimmages or body contact work.
2. A sufficient period of time should be devoted to "warm up."

Golf

1. Always wait until players are out of range before teeing off.
2. Be sure your clubs are in good condition.

Class Project

Continue the above list to include all the popular sports and complete it with safety rules. Assemble them with pictures. Ask a school physical education teacher to check them. Publish the list as a "Sports Safety Handbook," either in type-written form to be filed in the library for reference or in mimeographed form to be distributed. Perhaps the local safety council or parent-teacher association would sponsor such a project. On some pages it might be interesting to include endorsements of safety rules by local athletes who are leaders in those sports.

*Adapted from *Safety Practices in Athletics* by Edwin L. Haidler, Physical Education Department, Duluth, Minn.

Analyzing Safety in the Shop— Industrial or Home

with special emphasis on protective equipment

For Men



◀Wear a cap if your work brings you close to power machinery.

◀Wear no tie at all. Neckties may catch in moving parts.

◀Wear sleeves short, above the elbow.

◀Wear no rings in the shop. Use gloves for your work, but not when you work with machinery in motion.

◀Trousers should be cuffless. Cuffs can trip you especially on stairs and ladders.

◀Shoes should be strong soled and in good repair. Safety shoes should be worn when working around heavy materials.

For Women



cause the loss of a finger or an arm.

Safe clothes for women in the shop are like men's, free from frills and fuss. Around moving machinery women should wear a safety cap with hair tucked under it. A woman also needs solid shoes with low heels. It's never safe to wear jewelry of any kind around a shop because it catches in machinery and may

Analyzing Safety in the Home with special emphasis on protective equipment

Check which of the following you would like to have as protective equipment in your home. Give reasons for wanting or not wanting each device.

1. Rubber nonskid bases for scatter rugs.
2. Potholder mittens to protect the hands in removing pans from the oven.
3. Special knife rack for storing sharp knives.
4. Grab bar for the bathtub.
5. Metal containers for hot furnace ashes.
6. Storage space for poisonous drugs separate from first-aid supplies and harmless medicines.
7. A sturdy stepstool for the kitchen.
8. A ground wire on the electric washing machine.

Senior High Safety Lesson Unit

November, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, health, physical education, home economics, shop, guidance and homeroom.



Sketch S9047A

Protect Yourself

Basic Protection— Your Good Health

Many times an analysis of an accident has shown that a person involved wasn't feeling up to par. If you keep "in the pink" of condition, there is no doubt that you have the basic protective equipment against accidents. In this modern world one must keep alert physically and mentally.

Start the day with a balanced nutritious breakfast.

Sleep Pays Off

Sleep will do you the most good if you have a comfortable bed, fresh air and regular hours.

When you turn in, try to forget your worries; go "dead to the world" — for eight hours or more.



Two for a Lifetime

You wouldn't take a mint of money for your eyes. So give them

- good light to read and work by
- corrective glasses, if necessary
- protection against injury.

If your eyes smart or are inflamed, or if your head aches often, have your eyes



examined at once.

Let no one but a trained person take dirt or cinders from your eyes.

Foot Comfort

Treat your feet right. Wear shoes and hose that fit, keep your shoes in repair and wash your feet and change your hose every day.



Prevent Colds

If you're "in the pink," you'll have fewer colds. Overheated rooms, poor ventilation, drafts, constipation, worry and fatigue make you an easy victim of colds.

You can't "cure" a cold, but you can do a lot to prevent one:

- wear the right clothing for the weather
- keep your hands clean and away from your face
- eat the right foods and drink enough water
- get plenty of sleep.

At the first sign of a cold, get extra sleep, drink extra water and fruit juices.

If you feel feverish, call a doctor.



Walk as Though You Owned the World

People can tell a lot about you from the way you stand and walk.

A man or woman who stands tall, keeps head up, back straight and stomach in, shows confidence and vigor. Walk as though you owned the world, and you'll have good posture.



Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
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Analyzing Safety in the Shop— Industrial or Home with special emphasis on protective equipment

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6. Storage space for poisonous drugs separate from first-aid supplies and harmless medicines.
7. A sturdy stepstool for the kitchen.
8. A ground wire on the electric washing machine.

Safety Notes

(Continued from page 19)

B. Tate, director of visual and safety education, Dayton (Ohio) public schools.

For three-year terms as members of the executive committee: Price E. Clark, West Virginia state director of safety and driver education; James J. Griffin, co-ordinator of safety education in the Chicago (Ill.) public schools; and Norman Key, educational consultant, American Automobile Association.

KRAMER TRANSPORTED

New York, N. Y.—Milton D. Kramer, who has been with the New York university's Center for Safety Education since 1938, is now assistant to the president of Associated Transport, Inc. (New York city). His main functions are in the field of safety, personnel and public relations.

ANOTHER EDUCATOR APPOINTED

Washington, D. C.—S. S. Steinberg, college of engineering, University of Maryland, has been appointed chairman of the committee on education of the President's Conference on Industrial Safety. Dean Steinberg succeeds Dr. Philip Taft, professor of economics, Brown university, who served during the 1950 session of the conference.

WILES OF FLORIDA

New York, N. Y.—Kimball Wiles, formerly professor of education at New York university, is now chairman of the division of secondary education, at the University of Florida, Gainesville.

Dr. Wiles was at one time director of the school and college division, National Safety Council. He has recently completed a book on the role of the official leader in program development called "Supervision for Better Schools."

TESTING AIDS

New York, N. Y.—Complete sets of psycho-physical testing devices, such as are used in connection with the textbook *Man and the Motor Car*, are now available commercially. The set includes four pieces for testing field of vision, glare, choice reaction and depth perception.

TYPING—TEXAS STYLE

Austin, Tex.—Typing drill books in Texas schools now use the Texas traffic laws for copy work—a departure from the usual meaningless copy. More than 17,000 copies have already been distributed to typing classes throughout the state.

The drill book was prepared and distributed by the Texas Safety association; department of business services, University of Texas; and the Texas department of public safety.

GOGGLE KING

Southbridge, Mass. — Walter G. King, safety director for American Optical company since 1923, was honored with a party on his 90th birthday (July 22) at Chautauqua, N. Y.

King, who was president of the National Safety Council in 1926, and is an honorary life member of the Council, is regarded as the inventor of the modern safety goggle. He has long been devoted to the cause of safety and has assisted in the development of many different types of safety goggles now a must in eye protection in school shop and industrial operations.

FALL COURSES

New York, N. Y.—The Center for Safety Education, New York university, has announced its fall term courses in industrial and traffic safety. All courses are to be given at the Center in the evening and are expanded sufficiently to allow those taking the courses to secure a certificate either in traffic or industrial safety.

The fall term began September 25. For further information, write the Center.

COMING EVENTS

Oct. 16-20, Chicago, Ill. National Safety Council. 38th National Safety Congress and Exposition (School and College sessions, Morrison hotel). Wayne P. Hughes, director, School and College division, National Safety Council, 425 North Michigan Avenue, Chicago, Ill.

Oct. 18, Chicago, Ill. Annual meeting of the Association of Safety Council Executives, Inc. (Lake Shore club). Contact H. G. Hays, secretary, Association of Safety Council Exec-

atives, Inc., 2073 E. 9th Street, Cleveland 15, Ohio.

Nov. 1, Fort Worth, Tex. Sixth Annual Industrial Institute, sponsored by Fort Worth Safety Council and Fort Worth chapter, ASSE. L. W. Graff, safety director, Fort Worth Safety Council, Majestic Bldg., Fort Worth, Tex.

Nov. 27-29, New York, N. Y. Thirty-second Annual ASA Meeting and First National Standardization Conference (Waldorf Astoria hotel). Cyril Ainsworth, assistant secretary, American Standards Association, 70 E. 45th St., New York 17, N. Y.

Dec. 4-7, Miami, Fla. Thirty-sixth Annual Meeting of the American Association of State Highway Officials. Chairman of the General Program Committee, Alfred A. McKethan, chairman, Florida State Highway Commission. For other details contact H. H. Hale, executive secretary, 1220 National Press Bldg., Washington 4, D. C.

Dec. 11-12, New Orleans, La. Annual Meeting of the Louisiana Safety Association (Roosevelt hotel). Contact Col. Charles E. Doerler, secretary, Louisiana Safety Association, 610 Edwards Street, Box 806, Shreveport, La.

SAFETYSMITH

Birmingham, Ala. — Caroline S. Smith, sponsor and teacher of auditorium and fifth grade at North Birmingham school, writes that she used a safety play for a citywide safety program and found it an effective medium for teaching safety.

READY—AIM—FIRE!

New York, N. Y. — In an 8-year period, a decrease of 50 per cent in fatal hunting accidents and a decrease of 30 per cent in nonfatal accidents in 6 of our biggest game states is reported by the Sporting Arms and Ammunition Manufacturers' institute. And this despite an increase of more than 1,000,000 licensed hunters in these states.

The institute is sure of the correctness of these statistics, since it started (and still continues) a program which enables it to determine not only the number of hunting accidents but effectiveness of its hunting safety posters.

Posters for this year are a colored cartoon type similar to those used by the United



States Armed Forces, and which are felt contribute greatly to the reduction of accidents among U. S. armed personnel.

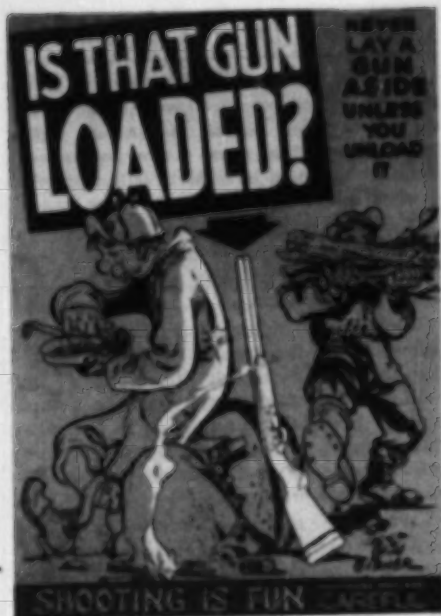
The posters are in series and offered to all state game commission for one-half the cost (2 cents), with the provision that the state will give the institute an accurate report on all fatal and nonfatal firearms accidents occurring during the year. In this way the present program should be continuous, so future years' experiences may be compared with the first year.

The institute, after experimenting with six big game states (Maine, Michigan, Minnesota, New York, Pennsylvania, and Wisconsin), justifiably feels that the posters were at least partially responsible, in themselves and by encouraging state-operated firearms safety campaigns, for the significant reduction in firearms accidents. This year the institute has sent more than 80,000 posters to 19 states.

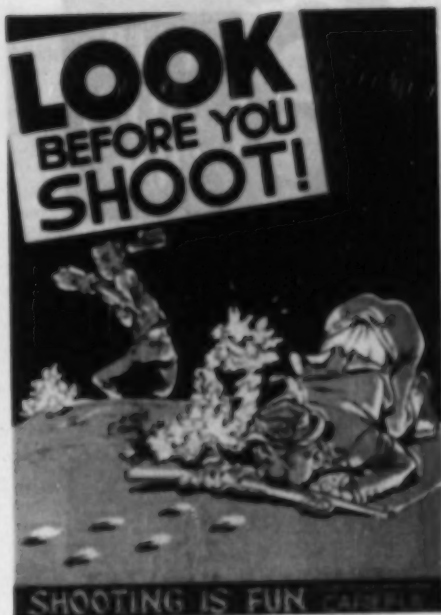
According to C. Stewart Comeaux, secretary for the institute, some of the posters are still available. He says:

"... we still have a small quantity which can be distributed in small numbers to clubs or other groups in nonparticipating states with the hope that it will encourage them to have their states order posters next year."

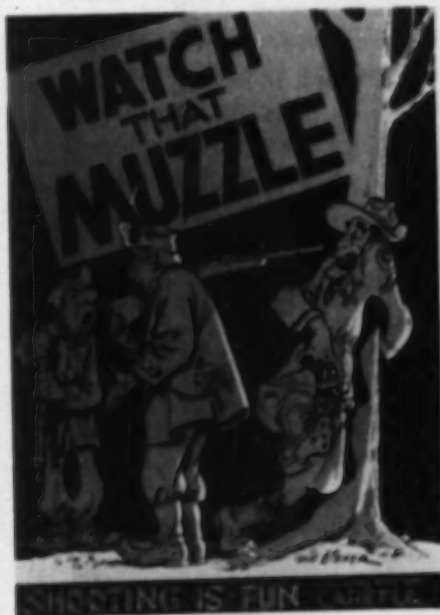
In addition to the poster program, the



institute has been conducting for several years a program to teach youngsters 22 caliber shooting under safe conditions, with safe equipment and following safe practices. Some of the institute's ammunition is an instruc-



tional manual for the program—*Aiming for Sport*, a handbook of interesting gun games—*More Fun with Your 22 Rifle*, and a full-color motion picture on proper handling of firearms—*The Making of a Shooter*.





"BICYCLE SAFETY"

A brand-new film designed to promote safety habits among the boys and girls who ride bicycles—stresses the point that the bike rider has many responsibilities to himself and others—demonstrates the important traffic rules and safety practices that all bicyclists must obey. Made especially for elementary and junior high school students, and community youth groups.

1-REEL, 16 mm, SOUND. PRICE: \$40.00

OTHER YAF SAFETY FILMS

COOKING: KITCHEN SAFETY

For high school, college, and adult groups

SAFETY TO AND FROM SCHOOL

street safety for primary grades

SAFETY BEGINS AT HOME

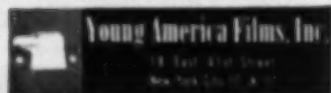
For elementary and junior high school

EACH 1-REEL, 16 mm, SOUND

PRICE: \$40.00

Also available for rent from your nearest local, state, university, or commercial film library. Write us if you cannot locate a convenient rental source.

FOR FURTHER INFORMATION, WRITE



TO BE OR NOT TO BE?

Lincoln, Neb.— . . . That seems to be the question in need of an answer on the matter of student safety patrols in Lincoln. All of which means that some of the *teachers* are definitely *opposed* to a safety patrol program in their school system.

Evidence of this remarkable attitude was brought out in a recent debate among more than 100 Lincoln parents and teachers at a panel discussion.

One teacher indicated her comprehensive knowledge of the problem when she pointed out that schools already "teach safety" and said that the school patrol would be a duplication. She did not say that, in this light, being taught the *theory* of marriage or eating would suffice—rather than risk the duplication of actual *practice*.

What is the purpose of the school safety patrol? For one thing, it reinforces safety teaching; it is a practical application of safety.

Emerson H. Westwick, who is with the thoroughly safety-conscious Association of Casualty and Surety companies, stated that the school safety patrol could work in Lincoln as well as any other city.

He went on to say that he had long been experienced in safety work (with the traffic safety section of the Illinois state police) but had *never before* encountered any opposition.

Alice Mills, director of the women's division of the National Safety Council, told the group that, as of the opening of school this year, there are now more than 3,000,000 school safety patrol members in the country.

Since there appeared to be a great deal of confusion as to the purpose and function of the patrols (some parents and teachers apparently believe that the children would replace traffic police), Miss Mills pointed out that there are, and have long been, standard safety rules for patrol operation, none of which includes law enforcement or any other hazardous duties.

At the conclusion of the discussion, the only conclusion that seemed worthy of the name was that, if the parents would practically force the institution of the patrols as a safety measure for their children, if the parents would support the patrols, then the schools would be willing to take over the patrol system.

There was no open speculation at the meeting as to how the teachers and administrators would (or could) administer the system.

Views and Reviews

(Continued from page 22)

yearly inspection, registration and licensing of all bicycles in that city. Safety education and enforcement is emphasized.

This pamphlet was prepared because of frequent requests from various educational and civic groups who wished information on the subject.

BICYCLE RIDING CLUBS. 72 pp. Illustrated. New York, N. Y.: Bicycle Institute of America. 1950.

Published as a public service for the millions of bicycle riders in America, this comprehensive booklet incorporates several years' accumulation of practical suggestions and ideas on how to organize and successfully operate bicycle clubs. Every known phase is investigated.

Safe cycling rules are given directly, as well as integrated throughout the book in the form of proper cycling procedures.

BICYCLE SAFETY IN ACTION. National Commission on Safety Education. 48 pp. Illustrated. Washington, D. C.: National Education Association. 1950. Single copy, 50 cents.

This detailed bulletin, developed by a number of persons thoroughly familiar with the problem, was prepared as a school aid for teaching bicycle safety. "It emphasizes learnings in bicycle safety as part of the total educational experience of young people in school."

The book should be a valuable tool for anyone teaching bicycle safety. Its main divisions are:

- I. BICYCLE SAFETY—a part of the school program.
- II. BICYCLE SAFETY—teaching and learning.
- III. BICYCLE SAFETY—a joint responsibility.

SAFETY ON WHEELS. Imagine Nevins Holloway. 8 pp. Illustrated. New York, N. Y.: Camp Fire Girls, Inc. 1950.

This concise booklet gives the basic rules for skate, bicycle and automobile (both driver and passenger) safety. It also covers safe walking in the city, on highways and on a hike.

UNDERSTANDING HEALTH. L. H. Goldberger and Grace T. Hallock. 485 pp. Illustrated. Boston, Mass.: Ginn and Co. 1950. \$3.28.

It would be well to state at the beginning of this review that the book's title, although accurate, does not emphasize the fact that safety constitutes a prominent part of its make-up.

Understanding Health is the offspring of two important predecessors—*Health Essentials* and *Health and Physical Fitness*.

The first book was the authors' (and they are the same as the present authors) pioneer attempt to provide high school students with essential and fundamental facts for safe and healthy living.

The second book, a natural outgrowth of the first, was published during the years of World War II. It was most appropriately designed and dedicated to emphasizing good health and physical fitness in our schools at a time when America had need for all her strength and manpower.

Since, during, and out of, that war, many new ideas, procedures and advances—all having a direct bearing on our health and safety—have evolved. Therefore, the present book necessarily came into being. It is a thorough revision and enlargement of

Health and Physical Fitness. It brings these new techniques, ideas, etc., to our high school students today.

Of the health side of this latest volume, with the idea in mind that everything in it is new and up to date, the words of Jane S. Weir, industrial nurse with the National Safety Council, relative to *Health and Safety*, still very much apply.

"This book presents the authentic facts basic to healthful and successful living, gives accurate information necessary for the sensible care of a maturing physique, aids in adapting health habits and customs to home, school and community life, promotes wholesome understanding of all phases of adolescent growth and inculcates sound attitudes and intelligent self-direction toward desirable health behavior. I highly recommend this book for a permanent place on every library shelf."

As to the safety content, although safety suggestions are to be found throughout the book, either directly or implied, there is also an entire section devoted to safety as such.

Unit Nine—How to Prevent Accidents and Be Safe is broad in scope and covers important phases of the safety field. The unit deals very comprehensively with home safety, safety in play and at work, and driver education.

Just to mention a few of the topics included in these three sections of *Unit Nine*, discussed are: falls, burns, cuts, poisoning, electric shocks and fire prevention; safety in swimming, skating, walking, bicycling, school shops and school patrols; and driver qualifications (physical), attitude, vehicle care and traffic laws.

There is also a very complete unit on first aid which gives detailed first-aid suggestions for illness in the home, care of infants and young children and while waiting for the doctor.

• VISUAL AIDS

OPERATION SAFETY MINUTE FILM TRAILERS. 35 mm. or 16 mm. Sound motion pictures. Produced by Operation Safety. Chicago, Ill.: National Safety Council. 35 mm., \$6.75; 16 mm., \$4.25. Quantity prices on request. Purchase only. 1950 series.

Snow Business brings home the all-important message of driving carefully during the winter months. Sweeney, the principal character in the film, neglects putting on tire chains when the streets are icy—and runs into serious trouble on one of the slippery streets when he cannot stop in time to avoid a collision.

Save a Lifetime presents a word of advice to the pedestrians. . . . "It's always better to lose a minute, if the loss of that minute means saving a lifetime."

Sign Language dramatically portrays the necessity of obeying all traffic signs, signals and traffic policemen . . . so we may stay alive and safe in traffic.

Deadly Odds is the story of Jim, and how he gambled with his life against odds too great . . . and lost. This is a vivid testimony to the fact that speeders always lose.

Don't Crowd Your Luck is a reminder that your automobile should be inspected regularly by competent mechanics to insure its being in proper working order at all times.

These minute trailers could prove valuable as discussion starters in driver education classes.

MAGAZINES— various publications recently received containing ar- ticles of current interest on safety.

- KILLERS AT THE WHEEL.** Clarence Woodbury. (Con-
densed from *American Legion Magazine*, June,
1950.) *Reader's Digest*, Sept., 1950. pp. 112 ff.
- LOOK TO YOUR LAMP CORDS.** *Better Homes &
Gardens*, Sept. 1950. p. 143.
- NATIONAL SAFETY COUNCIL SUGGESTS BICYCLE
SAFETY TESTS.** *What's New in Home Economics*.
Sept. 1950. p. 218 f.
- PLAYING OUTDOORS IS SAFE— IN A FENCED YARD.**
Betty Childs. *Better Homes and Gardens*, Sept.
1950. p. 208.
- DO YOU WANT TO BURN TO DEATH?** C. Lester
Walker. (Condensed from *Your Life*, Sept. 1950.)
Reader's Digest, Sept. 1950. pp. 108 ff.
- WHY FAMPER POOR DRIVERS?** Myron Steards. *Better
Homes and Gardens*, Sept. 1950. pp. 6 ff.

STATEMENT OF THE OWNERSHIP, MANAGE- MENT, AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1913, AND JULY 2, 1946 (Title 49, United States Code, Section 231)

OF SAFETY EDUCATION published monthly
(Sept. thru May) at Chicago, Ill. for Oct. 1, 1950.

1. The names and addresses of the publisher,
editor, managing editor, and business managers are:
Publisher—National Safety Council, Chicago 11, Ill.
Editor—Beatrice Beckett, Chicago 11, Ill.
Managing editor—None.

Business manager—George Burns, Chicago 11, Ill.

2. The owner is:

National Safety Council, Chicago 11, Ill.

President—Ned H. Dearborn, Chicago 11, Ill.

Vice-Presidents—Guy L. Noble, Chicago, Ill.; O.
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capacity other than that of a bona fide owner.

G. E. BURNS,
Business Manager.

Sworn to and subscribed before me this 19th day
of Sept., 1950.

BERNADETTE A. LANOUILLE,
(My commission expires June 15, 1953.)
Notary Public.

A Safe School Year

(Continued from page 11)

definite responsibilities to some of the better students? It is surprising what they can do in the way of instructing new students, carrying on apparatus inspection, and assisting with many phases of class routine. Give the students something additional to do. Learning takes place when the students are encouraged to use the best safety practices.

6. Are the students properly classified?

A safety-conscious physical education teacher will classify students into groups so that they will have some success within the limits of their own ability. Too many times students are forced to compete with students who are more mature, stronger, and who have greater skill. The following factors, or a combination of these, should be considered when grouping the students—age, grade, size, strength, ability, sex, interest, and skill. Special provisions should also be made for students who have physical handicaps. These students should be protected from injury but must also be taught activities adapted to their individual needs, interests and capacities.

Reclassify

As school is well under way again, we re-organize our programs for the school year. Let us reclassify our students properly since proper classification contributes to safety consciousness.

Much has been said about accident prevention in all areas of learning in recent years. One solution to the whole accident problem lies in the schools' ability to create proper attitudes in the students toward safety. The only way this can be done is through a definite program of action. Only through action at all times can effective results be attained. Let us eliminate the usual lip service to safety and put into practice a well-rounded program of accident prevention in the physical education and sports program. This can be done if we teach the hazards involved in the activity, if we remove all possible hazards, compensate for those hazards which cannot be removed, and not create any unnecessary hazards. If activities are taught with the principles previously mentioned in mind, and if we follow these throughout the year, every school will have a reduction of accidents, and we can all enjoy to the maximum the many sports and recreational activities without any sad results.

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and School Authorities Everywhere

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Data Sheet

(Continued from page 15)

that certain games should not be played on the sidewalk either. One of these is any game involving a ball or other object which could roll or fall into the street. Chasing out into the street to retrieve a ball, etc., may be just as fatal as playing in the street.

Waterfront

15. Wharves, piling, barges, etc., seem to have a fascination for persons of every age, but that does not make them suitable places to play. The danger of slipping, falling, drowning and crushing accidents is ever-present in such areas.

Sawdust Piles

16. In certain sections of the country where there are considerable logging and sawmill operations, large piles of sawdust are left standing. Children should not play in these piles of sawdust, since burning without flame may be taking place underneath. The outward form of the pile remains the same, but any pressure would cause it to collapse and perhaps burn children playing on or around it.

Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (3) Firearms
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Places
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Non-electric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather hazards, precautions, routes
- (40) School Parties
- (41) Home Workshops
- (42) Hornback Riding
- (43) Hiking and Climbing
- (44) Hook and Line Fishing
- (45) Summer Jobs—Farm
- (46) Safety in the Woodshop
- (47) School Fires.

Data Sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

Our Community and Safety

(Continued from page 3)

- C. To know how the community helps us and how we help the community to be safe.
- D. To know who our community helpers are and how they work for safety.
- E. To build up wholesome attitudes toward law enforcement officers.
- F. To build up the understanding that obeying safety rules helps to prevent accidents.
- G. To build up habits of carefulness and observance of safety rules at home, on the street, in school, and at play.
- H. To develop the realization that to do all the happy, exciting things one wants to do, one must keep strong, well and safe.

The following is a brief outline of the problem:

- A. Where do we live?
- B. How can we cross the street safely?
 - 1. Cross at intersections or safety zones.
 - 2. Do not run out from between or from behind parked cars.
 - 3. Obey traffic lights.
 - 4. Look both ways before crossing.
 - 5. Know the policeman as our friend.
 - 6. Know how to enter and leave a bus.
- C. Who are our community helpers and how do they work for safety?
 - 1. Those who help us get our food.
 - 2. Those who help us keep safe.
 - 3. Those who help us keep healthy.
 - 4. Those who help us travel.
 - 5. Our communication helpers.
- D. What makes Atchison a good place to live?
 - 1. The sanitary conditions.
 - 2. The safety rules.
 - 3. The use of public facilities.
- E. Where do our fathers work and how do they work for safety?
- F. What improvements are being made to help toward safety in Atchison.
 - 1. New swimming pool.
 - 2. Pavement of alleys.
 - 3. Fifth street viaduct.

These activities were carried on during the study:

- 1. Made a large map of our neighborhood or district.
- 2. Wrote home addresses.
- 3. Wrote the name of our town.
- 4. Located our school and where each child lives from school.

- 5. Each child located his own street and put a house where he lives.
- 6. Counted the number of blocks each child lives from school.
- 7. Named important buildings.
- 8. Read common directions.
- 9. Located east, west, north, and south.
- 10. Located dangerous crossings.
- 11. Took a trip to the street corner and safety lanes.
- 12. Showed a film on street safety—"1-2-3-Go!"
- 13. Took a trip to a dangerous crossing.
- 14. Took many walks to practice crossing streets.
- 15. Made pictures of how to cross streets.
- 16. Acted out in the room how to cross streets. One child was traffic officer. Made signs from red, orange, and green art paper; cut centers out for child's face, for stop and go. Some children were drivers of cars and some were pedestrians.
- 17. Made a bus from chairs and practiced getting on and off.
- 18. Each child made his own book on community helpers.
- 19. Visited some of our community helpers and dramatized their work.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Guide to Lighting:** 52 page illustrated guide to educational lighting containing authoritative data and recommendations made available to school administrators as well as architects and engineers. Presents light control systems and specifications. Holophane Co., Inc.
2. **Basketball Backstops:** Literature on tailored-to-the-job basketball backstops and other gymnasium equipment. Also lists latest design basketball and football scoreboards. Free consultation with engineering department available. Fred Medart Products, Inc.
3. **Educational Services:** Information available on many different types of radios and phonographs to meet all needs of schools. Phonograph combinations may be had to play any speed record, 75, 35 1/2 or 45 RPM. Educational Services.
4. **"Health Adventures":** Descriptive literature about a number of slide films organized to help elementary and junior high school teachers present an effective health program. Each slide film consists of several units. The Jam Handy Organization.
5. **Modern Maintenance:** A new catalog which gives tested answers to building upkeep and maintenance, including floors, building maintenance, sanitation, custodial training, cleaning costs, reducing slipping accidents, dust control, gym floor refinishing and other valuable information. Hillyard Co.
6. **Bulletin Boards:** Information may be had concerning bulletin boards for announcements, photos, or letters. Cork back, indoor or outdoor construction. Also changeable letter directories for lobbies, offices or outdoors, desk and door name-plate information. A. C. Davenport & Son, Inc.
7. **Floor Sanitation:** An 8-page booklet on floor care backed by 95 years of experience in floor maintenance field. Contains information on care and upkeep of all types of floors. Free consultation service also available. Masury-Young Co.

SAFETY EDUCATION

NOVEMBER, 1950

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Name

Title

School

Address

City

Protective Equipment

(Continued from page 12)

items, such as elbow pads and cup supporters, are usually used only when an injury demands it.

The long stockings must be strategically used. Whereas they undoubtedly aid in eliminating shin abrasions, they should not be worn on cold, wet days. The water and cold produce a refrigerating effect on the lower legs—this, plus the additional weight, is a hindrance to the players.

Coaches' Recommendations

In conjunction with items provided, query was made concerning the type of shoulder pad being used—flat or cantilever. One coach used both types; no one used only the flat pad, which is sometimes a hazard in that it can aggravate the injury; and the remainder used the cantilever pad, which provides extra protection at shoulder socket — protects collar bone, breast bone and chest.

To provide carefully items of protective equipment is but a part of the problem. The equipment must be inspected and checked carefully to see that it is adequate protective equipment. Four schools surveyed checked the gear annually. The check was made by the coach. Four schools inspected the equipment weekly—three of the four coaches delegated this responsibility to student managers, however. Another school had the student managers make daily checks. Still another made no check whatsoever but merely issued a new item of equipment when anything was turned in broken. The opinions are varied. A weekly check by the players, managers and coaches, at a special time reserved for such a check, is recommended. Such attention to detail is indeed warranted.

Providing adequate protective equipment and inspecting such equipment is still not precaution enough. The players must be instructed in the proper way to wear playing equipment and the proper way to care for it. The 12 football coaches queried were undivided in their adherence to the principle of sound instruction.

No player is so much a veteran that he cannot heed and use a reminder to attend to the details of properly wearing and caring for his gear. In a number of studies that have been made on football injuries, it is brought out forcibly that the fit of any item of protective equipment is of prime importance.



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